

Step Seven

Plan

for
continual
improvement

Purpose:

The purposes of this step are to record the team's recommendations for continual improvement, to complete documentations of the improvement process, to report on the results, and to document and share the team's learning.

Outcome:

The outcome of this step is a set of recommendations for continual improvement and a completed process improvement story.

Tools:

Affinity diagram, control chart, force field analysis, histogram, Pareto diagram, relations diagram, systematic diagram

Assuming that your tests yield improvements, what is the next likely candidate for another cycle of improvement? You might choose to work on the second greatest problem within the same system. Or you might decide to maintain the gains you have made here and move on to another system. In either event, you must plan to "roll the improvement wheel" and establish the focus for the next iteration.

The team followed the Baldrige framework to expand or scale up their successful learning project to the entire school.

1. ***Leadership. As instructional leaders of the school, the principal and lead teachers will continue to hold a focus on writing. Teachers will do the same in their own classrooms where they are the instructional leaders.***
2. ***Strategic Planning. School improvement plans will include a goal on improving writing. The team recommended that all traits in the district model be assigned to grade levels for targeted work in the coming year.***
3. ***Student and Stakeholder Focus. Student needs for strong written communication do not change much over time, but the team recommended that the school maintain an ongoing dialogue with students and parents to clarify the expectations the school set forth for its student writers. The school will rely***

Plan

for
continual
improvement

on the district curriculum office to identify changing needs of the workplace. At least one full inservice day per year will be dedicated to team meetings among teachers to assure that the curriculum is aligned from grade level to grade level. This practice will include an annual conference between fifth grade teachers at the elementary school with sixth grade teachers at the receiving middle school.

4. *Information and Analysis. The team recommended continuing to use frequent, specific, ungraded feedback in the classroom. They emphasized the need to align classroom assessments with those used by the state and district. They recommended data review sessions during faculty meetings and as part of the annual school improvement planning process. They suggested that the principal establish a data base for student achievement data (whether norm-referenced or performance-based) that can be accessed and analyzed by one teacher or teams of teachers. They suggested that graphs be displayed prominently in public spaces to heighten awareness of the importance of student success for all members of the school community.*
5. *Faculty and Staff Focus. Any teachers not trained in the district's writing model and the use of the scoring rubric should receive priority in the allocation of the school budget for professional development, the team proposed. Those who served on the learning team will offer short skill-building sessions during inservices and will open their classrooms for observation to those who want to learn the new methods.*
6. *Educational and Support Process Management. The teaching and learning of writing will continue to be considered key processes at the school. The processes will continue to be studied and improved intentionally. In addition, related processes such as choosing literature that models good writing and emphasizing writing through reading will become the focus of purposeful improvement. Regardless of the job people hold in the school, they will consider how they influence student writing performance and improve their own work processes to that end.*
7. *Results. The team recommended that results on state, district, and local assessments be closely monitored. Comparing the performance of their school with those in-district and elsewhere will afford a steady challenge for continuing to improve. In classrooms, graphs on the walls and in student notebooks will demonstrate continuing progress. The school will be judged on how well it is able to raise student achievement and lower student failure.*

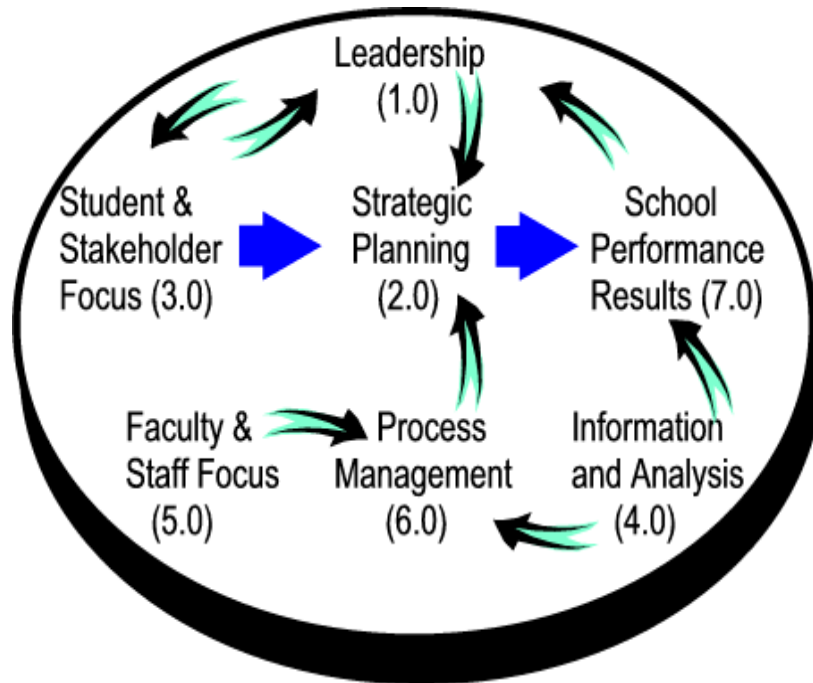
Plan

for
continual
improvement

How should work on the next cycle begin?

When? By whom?

Remember the Baldrige framework as you plan your next cycle of improvement. Focus your energies to improve student learning.



Write your plan for next steps here.

Plan

for
continual
improvement